

## Diamond Hill Elementary

104 Lake Secession Road  
Abbeville, SC 29620

<b>Grades</b>	K-7 Elementary School	
<b>Enrollment</b>	332 Students	
<b>Principal</b>	Todd Ramey	864-446-2600
<b>Superintendent</b>	Dr. Ivan Randolph	864-459-5427
<b>Board Chair</b>	Dr. Allen Kolb	864-366-9094

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	45	40	3	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Excellent	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

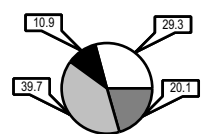
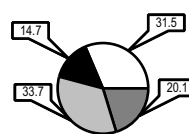
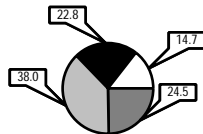
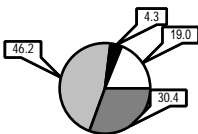
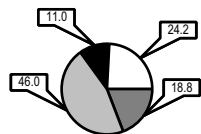
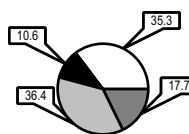
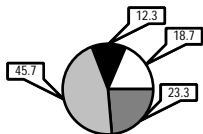
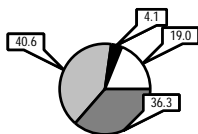
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	205	100.0	19.0	46.2	30.4	4.3	45.7	Yes	Yes
<b>Gender</b>									
Male	96	100.0	24.4	47.8	26.7	1.1	36.7		
Female	109	100.0	13.8	44.7	34.0	7.4	54.3		
<b>Racial/Ethnic Group</b>									
White	175	100.0	17.2	44.6	33.8	4.5	46.5	Yes	Yes
African American	27	100.0	29.6	55.6	11.1	3.7	40.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	175	100.0	13.8	49.1	32.7	4.4	49.1		
Disabled	30	100.0	52.0	28.0	16.0	4.0	24.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	205	100.0	19.0	46.2	30.4	4.3	45.7		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	100.0	19.0	46.4	30.2	4.5	45.8		
<b>Socio-Economic Status</b>									
Subsidized meals	118	100.0	22.8	46.5	26.7	4.0	39.6	Yes	Yes
Full-pay meals	87	100.0	14.5	45.8	34.9	4.8	53.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	205	100.0	14.7	38.0	24.5	22.8	60.9	Yes	Yes
<b>Gender</b>									
Male	96	100.0	17.8	38.9	20.0	23.3	56.7		
Female	109	100.0	11.7	37.2	28.7	22.3	64.9		
<b>Racial/Ethnic Group</b>									
White	175	100.0	13.4	35.7	26.8	24.2	64.3	Yes	Yes
African American	27	100.0	22.2	51.9	11.1	14.8	40.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	175	100.0	8.8	38.4	27.0	25.8	67.9		
Disabled	30	100.0	52.0	36.0	8.0	4.0	16.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	205	100.0	14.7	38.0	24.5	22.8	60.9		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	100.0	15.1	37.4	25.1	22.3	60.3		
<b>Socio-Economic Status</b>									
Subsidized meals	118	100.0	17.8	37.6	23.8	20.8	56.4	Yes	Yes
Full-pay meals	87	100.0	10.8	38.6	25.3	25.3	66.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	205	100.0	31.5	33.7	20.1	14.7	34.8
<b>Gender</b>							
Male	96	100.0	30.0	41.1	17.8	11.1	28.9
Female	109	100.0	33.0	26.6	22.3	18.1	40.4
<b>Racial/Ethnic Group</b>							
White	175	100.0	29.3	34.4	21.7	14.6	36.3
African American	27	100.0	44.4	29.6	11.1	14.8	25.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	175	100.0	26.4	34.0	23.3	16.4	39.6
Disabled	30	100.0	64.0	32.0	0.0	4.0	4.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	205	100.0	31.5	33.7	20.1	14.7	34.8
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	100.0	31.8	33.0	20.7	14.5	35.2
<b>Socio-Economic Status</b>							
Subsidized meals	118	100.0	30.7	36.6	16.8	15.8	32.7
Full-pay meals	87	100.0	32.5	30.1	24.1	13.3	37.3

<b>Social Studies</b>							
All Students	205	100.0	29.3	39.7	20.1	10.9	31.0
<b>Gender</b>							
Male	96	100.0	27.8	41.1	22.2	8.9	31.1
Female	109	100.0	30.9	38.3	18.1	12.8	30.9
<b>Racial/Ethnic Group</b>							
White	175	100.0	28.0	38.2	21.0	12.7	33.8
African American	27	100.0	37.0	48.1	14.8	0.0	14.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	175	100.0	25.2	39.6	22.6	12.6	35.2
Disabled	30	100.0	56.0	40.0	4.0	0.0	4.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	205	100.0	29.3	39.7	20.1	10.9	31.0
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	100.0	29.6	38.5	20.7	11.2	31.8
<b>Socio-Economic Status</b>							
Subsidized meals	118	100.0	28.7	43.6	21.8	5.9	27.7
Full-pay meals	87	100.0	30.1	34.9	18.1	16.9	34.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	49	100.0	2.1	31.3	56.3	10.4	66.7
	4	38	100.0	24.3	40.5	35.1	N/A	35.1
	5	44	100.0	14.0	48.8	34.9	2.3	37.2
	6	35	100.0	34.3	34.3	25.7	5.7	31.4
	7	39	100.0	26.3	52.6	15.8	5.3	21.1
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	0.0	23.3	63.3	13.3	76.7
	4	49	100.0	9.5	57.1	33.3	0.0	33.3
	5	42	100.0	26.8	39.0	31.7	2.4	34.1
	6	39	100.0	34.2	42.1	18.4	5.3	23.7
	7	42	100.0	21.2	66.7	9.1	3.0	12.1
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	49	100.0	N/A	29.2	45.8	25.0	70.8
	4	38	100.0	13.5	45.9	13.5	27.0	40.5
	5	44	100.0	18.6	41.9	25.6	14.0	39.5
	6	35	100.0	11.4	40.0	28.6	20.0	48.6
	7	39	100.0	18.4	55.3	15.8	10.5	26.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	0.0	23.3	26.7	50.0	76.7
	4	49	100.0	16.7	26.2	33.3	23.8	57.1
	5	42	100.0	19.5	51.2	12.2	17.1	29.3
	6	39	100.0	15.8	50.0	23.7	10.5	34.2
	7	42	100.0	18.2	36.4	27.3	18.2	45.5
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	0.0	20.0	33.3	46.7	80.0
	4	49	100.0	19.0	40.5	26.2	14.3	40.5
	5	42	100.0	48.8	31.7	17.1	2.4	19.5
	6	39	100.0	50.0	28.9	13.2	7.9	21.1
	7	42	100.0	33.3	45.5	12.1	9.1	21.2
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	0.0	50.0	36.7	13.3	50.0
	4	49	100.0	11.9	35.7	33.3	19.0	52.4
	5	42	100.0	41.5	34.1	12.2	12.2	24.4
	6	39	100.0	47.4	39.5	7.9	5.3	13.2
	7	42	100.0	42.4	42.4	12.1	3.0	15.2
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 332)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.0%	Down from 4.7%	3.2%	3.0%
Attendance rate	95.6%	Down from 99.1%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Up from 1.5%	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Up from 1.5%	3.5%	3.2%
Eligible for gifted and talented	18.4%	Up from 17.2%	13.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Up from 8.2%	9.2%	8.2%
Older than usual for grade	1.5%	Down from 1.9%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 23)</b>				
Teachers with advanced degrees	26.1%	Down from 27.3%	54.5%	52.6%
Continuing contract teachers	78.3%	Down from 90.9%	85.7%	83.3%
Highly qualified teachers	100.0%	Up from 95.5%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 78.1%	88.1%	87.0%
Teacher attendance rate	93.6%	Down from 95.3%	95.2%	95.0%
Average teacher salary	\$38,632	Up 8.3%	\$41,936	\$41,703
Prof. development days/teacher	7.0 days	Up from 5.9 days	12.9 days	12.8 days
<b>School</b>				
Principal's years at school	0.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 18.1 to 1	18.8 to 1	18.8 to 1
Prime instructional time	87.9%	Down from 93.9%	89.8%	89.8%
Dollars spent per pupil*	\$5,839	Up 3.5%	\$6,150	\$6,242
Percent of expenditures for teacher salaries*	64.0%	No change	65.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	94.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Diamond Hill Elementary School, our mission is, "Challenging students everyday to be a shining success in school and in life." Our School Improvement Council and PTSO have worked diligently with our students, faculty, staff, administration, and parents to foster academic success in all of our students. This year, the School Improvement Council has adopted the following goals:

Increase the volume of science and history library books by at least 150. (Targeted Goals: Learning to Learn, Instructional Design)

Advance students who meet standard on PACT assessment (ELA and math focus) to at least 70% in 2005, 73% in 2006, 77% in 2007, 80% in 2008, and 83% in 2009. (Targeted Goals: Thinking and Reasoning Skills)

Implement ongoing communication tools school-wide. (Targeted Goals: Communication Skills)

We strive to continue our focus on overall improvement in the total learning environment through our school's vision, mission, and goals, as related to our Strategic and School Improvement Plans. As a result, our year has been an exciting one! Listed below are a few of our many accomplishments, including academic honors, newly implemented programs, and parent and community support activities.

Our elementary school received a rating of "Excellent," and our middle school received a rating of "Good" on the SC Report Cards for 2004. Both our elementary and middle schools met AYP for the second consecutive year.

One of our students is the District winner of the Lieutenant Governor's Essay Contest.

Our student body surpassed their Accelerated Reader Challenge goal of over 3000 books again this year.

A number of our teachers apply for and receive EIA Teacher Grants each year, and one of our teachers received a grant this year to construct a walking track.

We provide two Diamond Hill Elementary School Graduate Scholarships at \$1000 annually.

Our newly implemented programs include Project G.O.L.D. (Going Over the Limit with Determination) and Project G.E.M. (Going the Extra Mile) Extended Learning, Project S.H.I.N.E. (Student Help in Individual Needs and Enrichment), Partners 'N' Pals mentoring program, Write...from the Beginning, S.P.O.R.T. Discipline Plan, an Instructional Computer Lab II, a Science Lab, Safety Patrol, and Early Bird Algebra and Spanish.

We are very fortunate to have much parent and community support at Diamond Hill. We offer our students and community many opportunities to be involved in our school, including our annual Fall Jamboree, Family Fun Nights, Grandparents' Day, Doughnuts for Dads, Muffins for Moms, Seasonal Dances, Young Authors Day, and the March of Dimes and Relay for Life walks.

Mr. Todd Ramey, Principal

Mrs. Ann Parks, Chairperson, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	40	27
Percent satisfied with learning environment	81.0%	85.0%	81.5%
Percent satisfied with social and physical environment	90.5%	90.0%	85.2%
Percent satisfied with school-home relations	60.0%	80.0%	59.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.